



Arizona Department of Education
John Huppenthal, Superintendent of Public Instruction

Arizona Adult Education

College & Career Ready Standards

Civics

Revised 2011

www.azed.gov/adult-ed

Civics Introduction

"I know no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them but to inform their discretion by education."
-Thomas Jefferson

Civic participation is at the very heart of democracy. Individuals in a democracy need to know the principles on which a democracy is based in order to actively participate and contribute to it. The standards are designed to provide an understanding of the principles on which our democracy is founded and the rights and obligations of individuals within it. The goal of community engagement requires adult education students to be well-informed and connected so they can be active in improving the world we live in. Thus, each of the Civic Participation segments includes activities or exercises that help students develop the skills of research, social engagement, and persuasion to become, as Thomas Jefferson put it, enlightened citizens. Participation sections contain suggestions designed to move the student from individual to local community, country, and world- at- large engagement.

Students are encouraged to apply skills learned in class to community engagement: to bring adult education into the community, and the community into adult education. The civic ideal is for adult education students to connect with and transform their world on a personal as well as local, national, and global level and, thereby, make it a better place for all. The Civics Standards were created to reflect the role of the individual, community, society, and world at large. In recognition of high expectations for adult learners, the Civics Standards were designed to be integrated with all academic standards in adult education. These standards have been designed to be used by all students at all levels in all classes. They should be used to contextualize instruction in math, reading, writing, social studies, science, and English language learning.

FRAMEWORK:

Essential Competencies and Skills for Active Citizenship:

1. Knowledge: understand concepts, ask "What don't I know?", research, incorporate new information

2. Communication: form educated opinions, share information, learn from others, work together, make wider connections
3. Reflection: internalize or personalize issues, make community connections, assess value
4. Civic Participation: apply concepts, analyze group processes, exercise rights and responsibilities, take action

Civics Standards Key
Civics Strands
Foundations and Values of American Democracy Roles of Citizens and the Important of Citizen Participation Politics, Elections, and Lawmaking Global Perspectives

Addenda (Tools for Implementation): Participatory Approach, Problem-Posing Process, EFF Map/Structure, Civics Websites

STRAND: FOUNDATIONS AND VALUES OF AMERICAN DEMOCRACY: Understand the fundamental concepts, basic values, and principles of the American constitutional democracy.

INDICATOR A	SUB-INDICATORS
<p>U.S. CONSTITUTION AND THE BILL OF RIGHTS:</p> <p><i>Take and defend positions on the principles contained within the United States Constitution and the Bill of Rights.</i></p>	<ul style="list-style-type: none"> ▪ Know the purpose of government and its role in protecting the inalienable rights of individuals. ▪ Identify the basic principles of representative democracy. ▪ Identify the United States Constitution as the supreme law of the land. [CT] ▪ List the key rights guaranteed by the Bill of Rights (e.g., freedom of religion, expression, due process, fair trial). [CT] ▪ Explain the principle behind the rule of law (no person is above the law). ▪ Identify the fundamental principles of the United States Constitution (with emphasis on the idea of self-government; e.g., “We the People. . .”). [CT] ▪ Identify the number of amendments to the Constitution as well as the process through which the Constitution can be amended. [CT] ▪ Analyze how laws are judged through the lens of the Constitution.
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> • Research why and how the United States Constitution was created, debated, and ultimately ratified. • Research a current Constitutional issue as presented in several different print media looking at point of view and presentation styles. • Discuss which actions are protected and which are not under the First Amendment (e.g., freedom to express one’s opinion vs. shouting FIRE in a movie theater!). • Debate a current Constitutional issue or event (e.g., “anchor baby” bill). • Debate current issues concerning the separation of church and state. • Provide examples of the Bill of Rights in action and discuss how it works to protect freedoms in current society. • Propose an amendment to the Constitution and debate the different sides of the issue. 	
INDICATOR B	SUB-INDICATORS
<p>CONCEPTS OF FEDERALISM:</p> <p><i>Take and defend positions on issues regarding the balance of powers set forth in the Constitution.</i></p>	<ul style="list-style-type: none"> • Identify the powers that belong to the federal and state government. • Know the levels of government (local/city, state, federal). • Know the U.S. capital and the state capitals. (CT) • Explain the powers and roles of the executive, legislative, and judicial branches of the U.S. government. [CT] • Explain the concept of checks and balances. [CT] • Describe concepts of federalism: the overlapping system of state, federal, local, and tribal governments. [CT] • Describe the process for selecting US Supreme Court justices (term of office, the number of justices). [CT] • Locate and identify the U.S. territorial possessions (e.g., Puerto Rico, Guam, Virgin Islands). (CT)

CIVIC PARTICIPATION	
<ul style="list-style-type: none"> Collect information about the major geographic regions in the United States and discuss the implications for governmental decision-making. [CT] Examine a responsibility of government (e.g., education, health care, or immigration) across the levels of government. List the government services that impact your life every day. Trace the movement of a law being challenged in the courts. Discuss how the original intentions of the founding fathers can be applied in contemporary society. Debate the concepts of separation of powers, and checks and balances (e.g., When might state power supercede federal power?). Stage a mock debate between a federalist and a states' rights advocate about an historical or current issue (e.g., Alexander Hamilton vs. Thomas Jefferson). Debate states' rights vs. federal rights. Participate in role-plays on the issue of checks and balances (e.g., create a debate on an issue between members of each branch of government). Attend and report back to class on a tribal council meeting. Invite a tribal representative to class to discuss the structure of tribal governments, their relationship to the United States government, and current issues before them. Write an essay about how a neighborhood, city, or state has changed and what the driving forces behind those changes are (e.g., changes in five, twenty, or fifty years). 	
INDICATOR C	SUB-INDICATORS
<p>HISTORICAL ROOTS OF OUR VALUES AND PRINCIPLES:</p> <p><i>Take and defend positions on the fundamental values and principles of American constitutional government and explain their historical roots.</i></p>	<ul style="list-style-type: none"> Describe the aspirations, ideals, and events that served as the foundation for the creation of a new country forged from the thirteen colonies. [CT] Identify purpose and fundamental principles of the Declaration of Independence (e.g., life, liberty, pursuit of happiness) and its principal author. [CT] Explain why and how the United States Constitution was created, debated, and ultimately ratified. [CT] Describe political, religious, and economic aspects of colonization, including slavery, early representative government, and democratic practices that emerged. [CT] Analyze the nature and lasting consequences of the Civil War and how it changed the course of the nation. [CT]
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> Research the historical, social, and ideological forces that brought forth our founding documents. This could include the influence of classical ideals of democracy as well as the effects of European colonization. Explore the meaning of "life, liberty, and the pursuit of happiness" in the Declaration of Independence and its relevance today. Read biographies on the founding fathers and other historical figures and summarize what they did and how they contributed to the nation. [CT] Conduct a research project through a variety of means (e.g., interviews, observation, electronic resources, as well as traditional library research) on individual principles or values of our democracy. Examine the symbols and emblems of national life in the U.S. and their values, including the national anthem, the Pledge of Allegiance, the Statue of Liberty, Independence Day, and the U.S. flag. [CT] Examine the shared principles, goals, customs, and traditions of the United States as a nation. Discuss the importance of getting informed and involved in order to sustain a vibrant democracy, including the importance of criticism and change. Discuss the development of a multicultural society in the United States and the values necessary to sustain it. Debate the tensions between the nation's ideals and the realities of life in the United States. Perform role-plays or dramatizations of important speeches, documents, and letters, such as the Gettysburg Address, the Declaration of Independence, the Emancipation Proclamation, Martin Luther King, Jr.'s "I Have a Dream" speech. Write your own Declaration of Independence (e.g., from parents, school, television). 	

STRAND: ROLES OF CITIZENS AND THE IMPORTANCE OF CITIZEN PARTICIPATION: Understand the rights and obligations of citizens as well as the civic attitudes and behaviors that are important to the preservation and improvement of the American constitutional democracy.

INDICATOR A	SUB-INDICATORS
<p>VOLUNTEERISM IN CIVIL SOCIETY:</p> <p><i>Take and defend positions on the importance of civic responsibilities to the individual and society.</i></p>	<ul style="list-style-type: none"> Describe the benefits of civic-mindedness within the community, including being informed on civic issues (e.g., volunteering, performing public service, serving in the military or alternative service). Explain the various non-electoral means that citizens use to participate in the political process (e.g., campaigning, lobbying, testifying at hearings, demonstrating, and petitioning). [CT] Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. [CT]
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> Research an opportunity within a local volunteer center (e.g., AmeriCorps, Peace Corps, Vista), detailing the qualifications and the descriptions of the types of activities and tasks a volunteer might be asked to undertake. Explore tools for civic discourse, such as meeting structures, debates, petitions, and decision-making via consensus, voice vote, and majority vote. Describe the benefits of community activism at the local level and how to infuse the process with democratic features. Explain how citizens can engage in collective action for positive change in a community. Describe the ways to participate in community life and the importance of doing so (e.g., volunteering at a school or neighborhood program). Discuss the benefits of emergency preparedness and volunteerism in the face of large-scale disasters. Discuss examples of businesses and nonprofits in your community that are involved in civic projects. Debate the consequences when citizens are not involved in civil society. Relate a personal past experience with volunteerism. Develop and implement a community service project (e.g., clean graffiti, collect recyclables). Report on a civic or community group's agenda. Publicize a volunteer activity to encourage the participation of others in the community. Write an announcement for a community event. Volunteer to run for student government, attend a student government meeting, or bring an issue to a student government meeting. Identify someone to represent the class in a student council or student government organization. Interview someone who works for a government or community agency. Ask what s/he does for the community and write a summary of the interview. Other possibilities: invite that person into the classroom; organize a class trip. 	
INDICATOR B	SUB-INDICATORS
<p>CITIZEN RIGHTS AND OBLIGATIONS:</p> <p><i>Take and defend positions on issues regarding citizen rights and obligations.</i></p>	<ul style="list-style-type: none"> Know the U.S. has laws and the consequences of violating them. Explain the relationship between the rights and obligations of citizens. Discuss the tensions between individual rights and majority rule. Describe citizens' legal obligations (and value to society) to serve on a jury, pay taxes, complete the census form, and register for selective service. Discuss the role of civil disobedience and peaceful protest in civil society. Explain the citizenship process, including the process of naturalization as well as specific rights granted to U.S. Citizens as well as the

	<p>rights of everyone in the United States. [CT]</p> <ul style="list-style-type: none"> Describe the key reasons for and successes of the Civil Rights and Women’s Rights movements. [CT]
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> Research key historical figures (e.g., David Thoreau, Gandhi, Martin Luther King, Jr., the suffragettes, Helen Keller) who protested societal norms through civil disobedience. Discuss the importance and use of census data. Discuss an example of the tension between self-interest and common good (e.g., mandatory schooling for youth, mandatory vaccinations, seat belt laws, leash laws). Discuss tax reform and the pros and cons of how tax revenues are allocated. Discuss the evolution of the women’s and civil rights movements. Describe how economic rights are secured and their importance to the individual and society (e.g., labor, land ownership, intellectual property). Debate issues around tax reform. Relate a jury experience from the initial notice to serve. Choose a current event and brainstorm ideas, facts, and opinions about the event. Write a letter to inform a building superintendent of problems in an apartment. Write a letter to the editor on a current issue. Write an editorial to the newspaper concerning a community problem or respond to an existing editorial. Write an essay that compares a school issue to broader societal concerns. Resolve and manage conflicts in a group setting (e.g., in class, at a meeting). Find own tax bracket, get tax forms, and complete a tax return, including taking advantage of exemptions and credits. Identify and recite promises a person makes to become a U.S. citizen. [CT] Study the origins of taxation and early resistance to it (16th Amendment). 	

STRAND: POLITICS, ELECTIONS, AND LAWMAKING: Explain the role of political campaigns, political institutions, and the legislative process.

INDICATOR A	SUB-INDICATORS
<p>RIGHT TO VOTE:</p> <p><i>Take and defend positions on the right to vote and demonstrate understanding of the evolution of voting rights.</i></p>	<ul style="list-style-type: none"> Explain who has the right to vote, how to register (e.g., where to go, deadlines, party preference, requirements), and when general elections are held. Explain how and where to vote, including the process of absentee voting. Understand the roles of and difference among primaries, special elections, and general elections. [CT] Describe how people have been discouraged from voting (e.g., poll tax, literacy requirements) and how those actions have discriminated against certain people. Explain how the four amendments to the Constitution about the right to vote expanded the franchise. [CT]
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> Research and examine current debates about voter rights (e.g. recent re-authorization of the Voting Rights Act). Research the growth of the right to vote by examining the events that led to African Americans, women, Native Americans, and 18 year olds gaining this fundamental right. 	

<ul style="list-style-type: none"> Research recent efforts to get more people to vote. Conduct research on voting trends. Discuss differences in decision-making by consensus, majority rule, or edict. Take and defend a position on the right of various individuals to vote (e.g., 18 year olds, felons). Register to vote by filling out the application. Help someone else register to vote. Participate in or organize a voter registration campaign. Work in a community “get out the vote” effort. Apply the right to vote to classroom decision-making. Hold a mock vote in the classroom with sample ballots. 	
INDICATOR B	SUB-INDICATORS
<p>ELECTIONS:</p> <p><i>Take and defend positions on issues relating to political parties, campaigns, and elections and how they provide opportunities for citizens to participate in the political process.</i></p>	<ul style="list-style-type: none"> Describe the basics of electing a president, vice-president, governor, senators, and representatives, and their terms of office. Know the order of succession in the executive branch from president to vice-president to speaker of the House. Identify current office holders. [CT] Name the two major political parties in the United States. [CT] Outline the nomination process for presidential candidates and the importance of primaries in general elections. Describe the function and roles of the U.S. census in relation to elections. Explain why some states have more representatives than other states, why each state has the same number of senators, and how many voting members there are in the House and Senate. [CT] Describe the causes and effects of reapportionment and redistricting. Explain the function of the Electoral College. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics. Discuss the impact of elections on the selection and confirmation of U.S. Supreme Court justices.
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> Research a candidate’s background and platform. Discuss news commentaries on the presidential election and the impact of the Electoral College. Discuss reports on election proceedings and post-election commentary on current and past elections. Discuss current issues in an election and review summaries of the issues from nonpartisan sources. Debate how campaigns should be funded (e.g., McCain-Feingold Law). Debate propositions on a ballot. Fact-check campaign literature. Critique speeches and commercials during election campaigns. Compose a narrative about an election experience. Write a report describing the differences among the major political parties. Interpret charts, graphs, and maps to analyze poll and election results. Track and analyze voter trends and results as an election happens. Attend a candidate forum, take notes, and report back to the class. 	

INDICATOR C	SUB-INDICATORS
<p>LAW MAKING:</p> <p><i>Take and defend positions on the way in which government makes laws to protect individual rights and promote the common good.</i></p>	<ul style="list-style-type: none"> ▪ Understand the process of making, changing, and vetoing laws. [CT] ▪ Understand the function of the filibuster. ▪ Understand the manner in which various individuals and institutions influence legislation and its implementation (e.g., lobbying by interest groups and PACs, testifying at hearings, demonstrating, and petitioning) and evaluate their value in a democratic republic. [CT] ▪ Explain how public officials use the media to communicate with the citizenry and to shape public opinion.
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> ▪ Research and report on a state or federal policy. ▪ Follow a state or federal bill through the House and Senate until it dies or becomes a law. ▪ Determine how many senators and representatives are needed for a 2/3 vote and to override a veto. ▪ Differentiate between a poll (sampling) and a census (all). ▪ Describe a major issue (e.g., immigration) facing the nation and various bills that have been introduced to target it at the federal or state level. ▪ Explain explicit and implied meanings of rules, regulations, and laws (e.g., letter of the law vs. spirit of the law). ▪ Debate the use and overuse of the filibuster. ▪ Take part in classroom debates (e.g., listening to a range of positions, agreeing or disagreeing with others, providing suggestions, working toward consensus). ▪ Deliver a persuasive speech on a particular policy. ▪ Attend a civic meeting (e.g., city council, school board) and write a report. ▪ Watch and discuss “Schoolhouse Rock (How a Bill Becomes a Law)” as a class. ▪ Communicate with congressional representative(s) regarding an issue of concern. ▪ Write a letter to a government or agency official outlining the details of a problem and suggesting possible solutions. ▪ Publicly support a policy in the classroom or in the broader community. ▪ Invite elected officials to speak to the class about issues facing the community or state. ▪ Interview community leaders to assess their plans to accommodate the population should a natural disaster occur. ▪ Write a critique on a public policy using reasoned arguments to support an opinion. ▪ Work with other students to identify a local issue and plan actions to achieve a desired outcome using democratic processes. ▪ Develop classroom rules that promote democratic discussion and decision-making. 	

STRAND: GLOBAL PERSPECTIVES: Understand the interconnectedness of the United States with the rest of the world.

INDICATOR A	SUB-INDICATORS
<p>INTERNATIONAL AFFAIRS:</p> <p><i>Take and defend positions on the relationship of the U.S. to other nations and world affairs.</i></p>	<ul style="list-style-type: none"> ▪ Explain the division of the world into nation-states and how they interact with one another (e.g., trade, diplomacy, military force, conflicts, human rights). ▪ Identify the different philosophies and structures of various world governments (e.g., socialism, fascism, communism, theocracy, constitutional democracy). ▪ Describe the worldwide spread of ideas and news through the Internet and social media. ▪ Describe key economic and historic ties between the U.S. and other countries of the world (e.g., China, Mexico, France, England). ▪ Describe the origins, functions, and impact of the United Nations. ▪ Understand the role of ambassadors and other representatives of the U.S. ▪ Describe America's response to the September 11, 2001 terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq. (CT)
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> ▪ Research various aspects of civic life in the United States vs. the civic life in other countries. ▪ Compare and contrast emerging democracies with each other and with our own (e.g., elections, citizen participation). ▪ Examine contemporary policies that have both national and worldwide implications. ▪ Analyze the economic and political relationship between the United States and one other nation. ▪ Describe for at least two countries (e.g., Italy, Japan, Haiti, Nigeria, Cambodia) the conditions that gave rise to tyrannies during certain periods. ▪ Follow the development of a current international event using resources brought in by students and teacher. ▪ Analyze a past international event and compare past and present perspectives. 	
INDICATOR B	SUB-INDICATORS
<p>HUMAN MIGRATION:</p> <p><i>Take and defend positions on issues surrounding worldwide migration and immigration.</i></p>	<ul style="list-style-type: none"> ▪ Describe the causes, motivation, and impact of migration and settlement on the countries of origin and destination. ▪ Describe the major issues in the immigration debates. ▪ Compare historical migration patterns with current migration.
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> ▪ Research the historical development of immigrant rights by examining a series of legal decisions from the United States Supreme Court. ▪ Explore expectations and realities faced by a migrant described in literature or first-hand accounts. ▪ Examine historical and contemporary problems caused when a country refuses or limits immigration or emigration. ▪ Discuss the problem of rapid migration caused by political crisis, famine, or war. ▪ Map and discuss areas of world conflict and human migration within the same time frame. ▪ Create map routes of large scale, historical human migration. 	
INDICATOR C	SUB-INDICATORS
<p>HUMAN RIGHTS:</p>	<ul style="list-style-type: none"> ▪ Comprehend the basic principles of the Universal Declaration of Human Rights (United Nations).

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<p><i>Take and defend positions on the quest for human rights around the world.</i></p>	<ul style="list-style-type: none"> Identify the role of the United Nations in promoting international human rights. Describe parts of the world experiencing widespread human rights violations and genocide. Describe the international process of refugee placement.
<p>CIVIC PARTICIPATION</p>	
<ul style="list-style-type: none"> Investigate the influence of social media on awareness of human rights and as a tool for social action. Research and discuss life in a refugee camp. Compare the Universal Declaration of Human Rights with the United States Constitution’s Bill of Rights. Describe various international organizations that work for the rights and welfare of adults and children (e.g., UNESCO, Amnesty International). Examine examples in the world where human rights are protected or not. Discuss and role-play what it’s like to be a prisoner of conscience. Discuss human rights within a personal context. Create a class declaration of human rights. Apply human rights principles to a personal circumstance in current society. Invite a refugee or political asylee to share their experiences. Participate in a human rights campaign (e.g., write a letter, attend a meeting, and sign a petition). 	
INDICATOR D	SUB-INDICATORS
<p>SCIENCE & THE ENVIRONMENT:</p> <p><i>Take and defend positions on the interdependence between humans and the natural world.</i></p>	<ul style="list-style-type: none"> Describe how increasing human populations in the world affect natural resources and effect environmental change. Identify how science, cultural values, and policy-making intersect. Identify and explore different interpretations of scientific facts and opinions held around the world. Describe how technology, world events, and public discourse affect the development and acceptance of scientific ideas. Know the difference between renewable and non-renewable resources and how they’re used. Know how current environmental conditions drive scientific study and development. Explain the relationships among finite natural resources, scientific advancement, and human needs and wants. Describe the advances in health practices and ways to prevent disease around the world.
<p>CIVIC PARTICIPATION</p>	
<ul style="list-style-type: none"> Research current issues of science, ethics, and politics (e.g., energy, climate change). Compare energy use in the United States and other parts of the world. Analyze a current scientific argument by weighing evidence to determine its validity. Analyze the reliability of scientific reports from magazines, television, or other media, using evidence to support or refute conclusions. Describe the factors that influence the reuse, recycling, and conservation of water. Describe the effects of natural or human-made disasters on people, governments, and the environment. Evaluate the merit of a proposed solution to a social or environmental problem. Evaluate the personal and societal costs and benefits of recycling. Investigate personal habits and energy consumption (e.g., look at “carbon footprint”). Investigate a local environmental issue (e.g., air or water pollution), evaluate possible solutions, identify the best solution, and modify if necessary. Identify an environmental problem in the workplace, school, or home and list several proposed solutions. Apply problem-posing process to a specific social or environmental issue. 	

INDICATOR E	SUB-INDICATORS
<p>GLOBAL ECONOMY:</p> <p><i>Take and defend positions on the relationship between the global economy and local economies.</i></p>	<ul style="list-style-type: none"> ▪ Describe government taxing and spending decisions and their effects on economic growth. ▪ Relate the various resources of continents, countries, or regions to the challenges they face. ▪ Define the elements of a global economy, such as multinational corporations, trade agreements, investments, and stock markets. ▪ Discuss the conflicting cultural values of self-reliance, the safety net, individual welfare, and common welfare.
CIVIC PARTICIPATION	
<ul style="list-style-type: none"> ▪ Research current economic events (e.g., foreclosures, employment issues). ▪ Research what is going on in the world that affects individual economic welfare. ▪ Research consumer protections in the economy. ▪ Explore the impact of habits of consumption on the economy. ▪ Analyze the consequences of the global economy for the United States economy. ▪ Interpret charts, graphs, and maps to analyze basic economic trends. ▪ Discuss methods of personal participation in the United States economy (e.g., banking, saving, investing, spending, entrepreneurial enterprise, and taxes). ▪ Describe how major world events affect the global economy (e.g., political, financial or environmental). <p>Create a mock investment in a multinational corporation, track its progress in the stock market, and note how world events affect its value.</p>	

Addenda (Tools for Implementation): Participatory Approach, Problem-Posing Process, EFF Map/Structure, Civics Websites

Civics Websites

<http://new.civiced.org/> Center for Civic Education – curriculum, information, lesson plans and more

<http://www.elcivicsonline.org/> Free professional development opportunity & resources for ESL instructors and volunteers who wish to incorporate EL/Civics content into their adult ESL classrooms.

<http://www.cal.org/caela/> Center for Adult English Language Acquisition – search for info & resources

<http://www.timetovote.info/> League of Women Voters of Tucson

<http://www.nelrc.org/> Civic Literacy & Participation for adult ed; The Change Agent - social justice newspaper

<http://www.worlded.org/WEIInternet/> connected to NELRC

<http://www.votesmart.org/> Good website for various voter education needs

<http://www.readwritethink.org/> Great lesson plan and classroom resources bank

<http://www.national-coalition-literacy.org/> National awareness and advocacy for adult education

<http://www.valueusa.org/> National organization governed and operated by current and former adult learners.

<http://www.highlandercenter.org/> the heart of social justice tradition in adult education... resources & more

<http://www.azpbs.org/vote2010/> Videos of all Arizona clean elections candidate and Proposition debates!

<http://www.supportadulthoodarizona.com/> Media resources about adult ed in Arizona = the \$mart \$olution!

<http://www.arizonaeducationnetwork.com/> Resources education legislation and legislator voting records

<http://www.az-aall.org> the website for AZ Assoc. for Lifelong Learning; civics resources and more

<http://www.uscis.gov/portal/site/uscis/citizenship>

<http://www.census.gov/>

<http://www.rightquestion.org/>

<http://www.cde.state.co.us/cdeadult/ELCivics.htm>

REGISTER TO VOTE

<http://www.azsos.gov/election/voterregistration.htm>

*Online – www.servicearizona.com = EZ Voter registration

Vote by Mail

<http://www.azsos.gov/election/county.htm#Maricopa> – **(Statewide)** Register to vote, find out where to vote, request a ballot by mail or an early ballot

Request a vote-by-mail ballot from your local recorder's office (in Pima County) <https://www.recorder.pima.gov/earlyballot/>

Participatory Approach to Lesson Development

A Participatory Approach to instruction lends itself to the integration of Civics with Adult Education curriculum and methods. This approach requires an on-going learning process for teachers and flexibility in the creation of materials. A few essential characteristics of the Participatory Approach follow:

Adult Learning: We can increase our effectiveness as teachers by employing and encouraging a variety of learning approaches in our classes to help students build awareness of how they currently learn, and to increase their repertoire of learning tools so they can become more independent, capable, lifelong learners. Critical reflection is a cornerstone characteristic of adult learning and reflection on both learning and teaching form an integral part of the Participatory Approach.

- **Autonomy and negotiation:** Balancing student and teacher autonomy is another foundation of participatory practice; allowing students to do the work of problem solving and decision-making creates better opportunities to learn.
- **Cooperative learning:** Teachers may use cooperative groups to foster student independence and interdependence. Group work builds a sense of class unity and community, and encourages students to take leadership roles.
- **Participatory curriculum and materials:** All of the above concepts are pulled together in a participatory curriculum, where teachers guide students to connect their learning with topics and issues from their lives and interests. With this basis, a participatory curriculum helps students develop critical thinking skills to better understand and act in their lives and communities. Ideally, materials are student-inspired and student-generated.

In a participatory classroom, rather than relying solely on textbook sections, teachers are encouraged to develop lessons based on a participatory process which includes the following elements:

- **Personal connections to topic:** Teachers explore students' interests in a topic. They can tap into current trends in the community and world to stimulate students' curiosity, opinions, values, and experiences. Examining and working with high-interest, authentic materials in a lesson increases students' curiosity and draws on their previous conceptions and knowledge about the topic. In this exploration, teachers lead students in developing questions about the topic. These questions guide teachers in determining the skills and content to teach, their objectives for lessons, and ways they can assess student learning and progress. By planning assessment in advance, teachers are aware of what they want to see in student work and participation, and can raise students' awareness of their own learning. Together, students and teachers can observe and collect data during exploration and investigation of the topic.
- **Explore and investigate:** Informed by student interests, the lesson objectives, and on-going formative assessments, teachers lead students in exploring in depth the topic of investigation through a variety of authentic texts and high-interest materials such as website blogs, oral history documents, science experiments, selections from poetry collections, globes and maps, tape measures and graph

paper. The group refers to student-generated questions to guide investigation. This requires teachers to investigate and learn with students, negotiate the direction of the investigation with students, and draw out the skills of the standards through the materials. Throughout this continuing, cyclical process, observation and formative assessment help inform the teachers of student learning and what areas may need to be re-taught or if students are ready to continue. Integral to this cycle is reflection on learning and new directions by both teachers and students, through activities such as learning journals and teaching logs.

- **Synthesis:** Teachers and students design and create authentic student work which synthesizes main concepts and skills learned in the investigation. This may include graphs and diagrams of results, essays, articles, letters to the editor, student presentations, or peer-teaching. These can also be used as authentic assessments that show teachers how well students understand the concepts and can use the skills and knowledge.
- **Confirmation and connection to content standards:** Integrating the above participatory practices with ESOL exercises and GED textbook selections can serve as a way to connect the concepts students investigated to their English skills development and GED test preparation.

Most importantly, a Participatory Approach is a process that is on-going and cyclical. It is a necessary partnership of students and teachers which determines the skills and content to be taught and the topics that are investigated, and thus is an evolving experience with each group. The process is driven by student needs and interests, while the teachers' role is to incorporate the content standards and English or GED skills. Likewise, assessment is an on-going component that reflects student learning back to the teachers and students, and it forms instruction, further assessment and learning directions. In sum, the Participatory Approach is a teaching and learning journey which requires substantial guidance, reflection and support for both students and teachers. While more challenging than a traditional, textbook-based or software-based approach, we believe that it respects both teachers and students as knowledgeable, capable learners on that journey.

The following “problem posing process” is one tool for incorporating participatory practice into adult education.

Problem Posing Process

1. Identify an issue of importance to students, something that affects their lives. Then, choose a “code” that represents that issue. A “code” could be a photo, a drawing, a skit, a news article or headline, a statistic, a video clip, a poem... anything that will draw a strong, clear response about the issue from the students.
2. Show the “code” to the students and pose the following questions on a wall poster. Record the students’ responses in their own words.

Describe What is happening in the photo, clip? What do we already know about _____?	Issues Why is it important? Why is it happening?
Personalize How does this affect us? What is our experience with this problem?	Strategy What can we do about it? Brainstorm actions

3. When the group has come up with several actions that address the issues and effects on the lives, the group can look at the list and narrow it down the most realistic, interesting, and high impact actions, and prioritize them.
4. Upon choosing the first action that students would like to take, the group can identify the things they need to learn to achieve it, and specify the steps they can take toward their action. This is the time to choose deadlines and those who are responsible for making sure each step happens.
5. Regular check-ins are important to see how the action steps are progressing, what academic learning is happening around the issue, and what other steps are necessary. The original Problem Posing poster with students’ original reflections and ideas for action can serve as a roadmap for future actions.

Another framework for integrating civics and adult education:

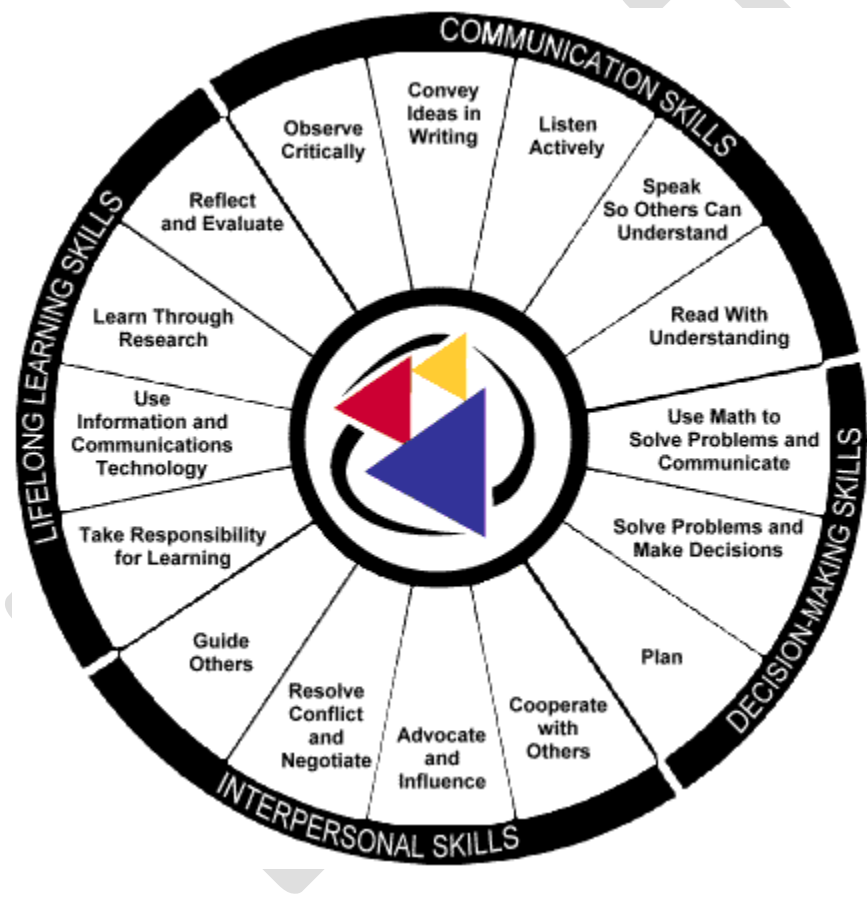
Equipped For the Future

<http://eff.cls.utk.edu/>

Starting in 1994, the National Institute for Literacy began an initiative called Equipped for the Future (EFF) to develop a framework for adult learning content standards. These content standards were constructed to strengthen the ability of adult education providers to improve their programs in order to better meet the needs of adult learners and the wider community.





Here you will find information on the foundational pieces of the EFF framework including the [four purposes for learning](#), the [three role maps](#), the [13 common activities](#) that overlap the roles, and the 16 [EFF Content Standards](#).

The [EFF Content Standards](#) are the fundamental tools in facilitating the EFF approach to teaching, learning, & assessing and for program improvement. The standards represent a consensus of what is important for learners to know and be able to do and are linked to the primary purposes that motivate adult learning. [**Note:** Click on the image below to go directly to the EFF Skills Wheel.]



Citizen/Community Member Role Map

Effective citizens and community members take informed action to make a positive difference in their lives, communities, and world.

BROAD AREAS OF RESPONSIBILITY			
			
Become and Stay Informed Citizens and community members find and use information to identify and solve problems and contribute to the community	Form and Express Opinions and Ideas Citizens and community members develop a personal voice and use it individually and as a group	Work Together Citizens and community members interact with other people to get things done toward a common purpose	Take Action to Strengthen Communities Citizens and community members exercise their rights and responsibilities as individuals and as members of groups to improve the world around them
Key Activities			

Arizona Adult Education Civics Content Standards – December 2013 Draft

<p>Identify, monitor, and anticipate problems, community needs, strengths, and resources for yourself and others</p> <p>Recognize and understand human, legal, and civic rights and responsibilities for yourself and others</p> <p>Figure out how the system that affects an issue works</p> <p>Identify how to have an impact and recognize that individuals can make a difference</p> <p>Find, interpret, analyze, and use diverse sources of information, including personal experience</p>	<p>Strengthen and express a sense of self that reflects personal history, values, beliefs, and roles in the larger community</p> <p>Learn from others' experiences and ideas</p> <p>Communicate so that others understand</p> <p>Reflect on and reevaluate your own opinions and ideas</p>	<p>Get involved in the community and get others involved</p> <p>Respect others and work to eliminate discrimination and prejudice</p> <p>Define common values, visions, and goals</p> <p>Manage and resolve conflict</p> <p>Participate in group processes and decision making</p>	<p>Help yourself and others</p> <p>Educate others</p> <p>Influence decision makers and hold them accountable</p> <p>Provide leadership within the community</p>
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